



RE - Year A						
Year 5: Where can we find guidance about how to live our lives?						
UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christianity - Why is it sometimes difficult to do the right thing?	Islam - Why is the Qur'an so important to Muslims?	Hinduism- What might Hindus learn from stories about Krishna?	Christianity- What do we mean by a miracle?	Christianity- How do people decide what to believe?	Judaism- Do people need laws to guide them?
Knowledge	<ul style="list-style-type: none"> <li>* describe Christian beliefs about sin and forgiveness</li> <li>* describe and explain the teaching from Genesis 3 - of how Adam and Eve disobeyed God</li> <li>* suggest different ways that this story might be understood by Christians</li> <li>* describe and explain how and why Christians might use the Lord's Prayer</li> <li>* analyse and interpret the Lord's Prayer - and what guidance it provides for Christians</li> <li>* suggest things that might lead Christians into temptation in the modern world - and</li> </ul>	<ul style="list-style-type: none"> <li>•explore Islamic beliefs about the Qur'an as the word of God</li> <li>•explain how and why the Qur'an is a source of guidance for life for a Muslim</li> <li>•explain the impact of believing that the Qur'an is divine revelation</li> <li>•describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets</li> <li>•explain how and why Muslims might commemorate the Night of Power</li> <li>•describe and explain a variety of ways that Muslims might show respect for the Qur'an - and how this</li> </ul>	<ul style="list-style-type: none"> <li>*make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</li> <li>* explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</li> <li>* explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</li> <li>* describe and explain a variety of ways that Hindus might celebrate the festival of Holi</li> <li>* suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</li> </ul>	<ul style="list-style-type: none"> <li>•describe Christian beliefs about miracles as 'signs' of the divinity of Jesus</li> <li>•retell a selection of miracle stories - and explain what these might reveal to Christians about the nature of Jesus</li> <li>•describe why some Christians might go on pilgrimage to places associated with miraculous events</li> <li>•explain the impact that belief in miracles and the power of prayer might have on a Christian</li> <li>•explain the difference between</li> </ul>	<ul style="list-style-type: none"> <li>•describe what Christians mean when they talk about one God in Trinity</li> <li>•identify the beliefs contained within the Apostle's Creed</li> <li>•explain why the Christian community (The Church) might want/need an agreed statement of belief</li> <li>•describe and explain the meaning of a range of symbols that might be used for the Trinity</li> <li>•explain how symbols might unite the worldwide Church</li> <li>•describe the role of places like Taizé where Christians from different backgrounds might come together to worship</li> </ul>	<ul style="list-style-type: none"> <li>•Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers</li> <li>•Explain the impact of Jewish beliefs and values - including reasons for diversity</li> <li>•Explain differing forms of expression within the context of Jewish worship.</li> <li>•Describe diversity of religious practices and lifestyle within</li> </ul>



	<p>how and why they might try to resist these temptations consider the different ways that myth and stories are and used</p> <ul style="list-style-type: none"> <li>* explain how a 'truth' might be contained within a story</li> <li>* consider how they decide what is 'true' - and how there might be different types of truth</li> <li>* discuss and debate things that they consider to be true that others might disagree with</li> </ul>	<p>symbolises their respect for God</p> <ul style="list-style-type: none"> <li>•explain how the teachings of the Qur'an might influence the actions and choices of a Muslim</li> <li>•discuss where people might look to for guidance about how to live - consider a range of sources of wisdom and authority</li> <li>•suggest when and why people might want guidance about how to live</li> <li>•discuss who or what has guided them in their own beliefs, values and commitments</li> <li>•reflect on what 'ultimate authority' might mean for them</li> </ul>	<ul style="list-style-type: none"> <li>* explain how Holi celebrations might express Hindu beliefs about equality explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</li> <li>* consider the different ways that myth and stories are and used</li> <li>* explain how a 'truth' might be contained within a story</li> <li>* consider how they decide what is 'true' - and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</li> <li>* discuss and debate things that they consider to be true that others might disagree with</li> </ul>	<p>fact, opinion and belief</p> <ul style="list-style-type: none"> <li>•consider differing interpretations of the word miracle - i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God</li> <li>•discuss their own beliefs - is there anything that they accept as truth which others may not agree with?</li> <li>•reflect on how they make decisions about what is/is not true</li> </ul>	<ul style="list-style-type: none"> <li>•consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities - and the value of these as guidance for life</li> <li>•discuss different responses to sources of authority</li> <li>•raise meaningful questions about things that puzzle them</li> <li>•differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>•interpret the deeper meaning of symbolism - contained in stories, images and actions</li> <li>•Explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>•Consider the role of rules and guidance in uniting communities</li> <li>•Discuss and debate the sources of guidance available to them</li> <li>•Consider the value of differing sources of guidance</li> </ul>
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RE - Year B						
Year 6: Is life like a journey?						
UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



	Christianity- How do Christians mark the 'turning points' on the journey of life?	Hinduism- Is there one journey or many?	Islam- What is Hajj and why is it important to Muslims?	Christianity - Why do Christians believe Good Friday is 'good'?	Buddhism- What do we mean by a 'good life'?	Christianity- If life is like a journey, what's the destination?
<b>Knowledge</b>	<p>*Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God</p> <p>*Explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)</p> <p>* Analyse the importance of Christian rites of passage as an expression of faith and commitment</p> <p>*Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</p> <p>*Discuss how people change during the course of their lifetime - and the key events that</p>	<p>analyse Hindu beliefs about samsara, karma and moksha and how these are linked</p> <p>* explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'</p> <p>* explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</p> <p>describe and explain the four ashramas (stages of life) in the life of a Hindu</p> <p>* explain how a person might change as they move from one ashrama to the next</p> <p>* consider the importance of the samskaras (rites of passage) in preparing a Hindu for the</p>	<p>* analyse the Five Pillars of Islam and how they are linked</p> <p>* explain how the beliefs and values of Islam might guide a person through life</p> <p>* explain the importance of the Ummah for Muslims and that this is a community of diverse members</p> <p>* describe and explain the importance of Hajj, including the practices, rituals and impact</p> <p>* explain how a person might change once becoming a hajji</p> <p>consider how important it is for a Muslim to go on hajj - and what this means for those who are unable to make the pilgrimage</p>	<p>•retell the events leading up to and including the death of Jesus</p> <p>•explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</p> <p>•explain how and why Christian individuals and communities might celebrate the events of Holy Week</p> <p>•use religious vocabulary to describe and explain the Eucharist</p> <p>•explain different Christian beliefs about the Eucharist and its importance</p>	<p>* analyse Buddhist beliefs and teachings about how to be content</p> <p>* explain Buddhist beliefs and values contained within the story of Prince Siddhartha</p> <p>* Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths</p> <p>* describe and explain what is involved in following the Eight-Fold Path of Buddhism - and the impact that following this might have on the life of a Buddhist.</p> <p>* consider the importance of daily meditation in Buddhism</p>	<p>•explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian</p> <p>•explain (simply) Christian beliefs about salvation</p> <p>•explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life</p> <p>•explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</p> <p>•analyse Christian teachings about the importance of forgiveness and</p>



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	<p>humans might mark on the journey of life</p> <ul style="list-style-type: none"><li>*Consider the value of celebrating landmarks in life - for individuals and communities</li><li>*Ask and respond thoughtfully to questions about how they have changed during their life so far and how they might continue to change</li><li>*Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life</li></ul>	<p>commitments of each ashrama</p> <p>discuss the special milestones that we might celebrate during a person's lifetime</p> <ul style="list-style-type: none"><li>* discuss how our rights, responsibilities and relationships with others might change as we go through life</li><li>ask and respond thoughtfully to questions about their own journey of life</li><li>* consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future</li></ul>	<ul style="list-style-type: none"><li>* discuss the various events that might happen on the journey of life and how people might change over the course of their life</li><li>* consider what support people might need on life's journey</li><li>ask and respond thoughtfully to questions about their own journey of life - consider how they have changed so far, how they will continue to change and the support and guidance that might be needed</li></ul>	<ul style="list-style-type: none"><li>•consider how people might mature and become stronger through overcoming difficulties</li><li>•consider the value of being part of a community on the 'journey of life'</li><li>•raise questions and discuss the extent to which they agree that 'suffering makes you stronger'</li><li>•discuss own experiences and attitudes towards the importance of having companionship on the journey of life</li></ul>	<ul style="list-style-type: none"><li>* discuss the meaning of contentment - is it the same as happiness, or something different?</li><li>* raise questions about the human experience of being unsatisfied - why do humans so often want more than they have? To what extent does this prevent people from ever being happy?</li><li>* ask and respond thoughtfully to questions about their own happiness - consider this as something that they are in control of</li><li>* discuss the potential barriers to their happiness and what they can do to overcome these</li></ul>	<p>examples of people who have put these teachings into practice</p> <ul style="list-style-type: none"><li>•discuss differing ideas and opinions about the purpose of human life - and how these beliefs might influence relationships with others</li><li>•discuss the importance of saying sorry and forgiveness in maintaining relationships with others</li><li>•raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences)</li><li>•reflect on the benefits and difficulties of forgiveness</li></ul>
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